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freer social life of the street or, it may be, of the "gang." How to utilize this instinct so as to conserve the highest interests of the boy rather than to check it or to have its satisfaction result in injury is the "problem." Stated differently the problem consists in how to provide in social form wholesome agencies for boys in the period of early adolescence.

In his attempt at a solution Dr. Forbush first gives a survey of some of the leading facts of boy life, particularly of the adolescent period, the study of which considering its immense importance is essential to one who would be of any help to boys. "Other things being equal, the best way to help a boy is to understand him."

Proceeding upon an account of the rise of the instinct that seeks social companionship, the author gives interesting statistics concerning definite organizations set on foot and maintained by boys themselves. He then passes to a fuller discussion of the numerous organizations formed for boys by adults, throwing emphasis upon those features that most attract and hold. In this connection such societies as the Junior Christian Endeavor are criticised on the ground that the methods employed are those adapted to older persons and not to the normally active, non-introspective boy. Many practical suggestions are made also concerning the function of the Sunday school in its relation to the boy problem and concerning the various activities in the interest of boys that could be carried on to advantage by the different churches. In the course of general suggestions much is made of the necessity of providing in a wholesome way for physical expression on the part of boys through plays and games, gymnastics, handwork of various kinds, camp life, country tours, etc.

At the close of the book is a valuable directory of social organizations for boys, and a full bibliography of books and pamphlets dealing with boys and social work among them, included in which are references to the best available material on the the period of adolescence.

H. C. HENDERSON.

THE NORMAL SCHOOL,
Milwaukee, Wis.

P. Terenti Afri Andria. With Introduction and Notes. By H. R. FAIRCLOUGH. Boston: Allyn & Bacon, 1901.

Juvenal. Edited, with Introduction, Notes on Thirteen Satires, and Indices. By HENRY PARKS WRIGHT. Boston: Ginn & Co., 1901.

The Conspiracy of Catiline, as Related by Sallust. By ALLEN and GREENOUGH. Revised by J. B. GREENOUGH and M. G. DANIELL. Boston: Ginn & Co., 1901.

Writing Latin. Book I—Second Year Work. By JOHN EDMUND BARSS. New York: University Publishing Co., 1902.

MR. FAIRCLOUGH'S edition is dedicated to Professor Minton Warren, *optime de Terentio merito*, and is, ultimately at least, one of the many products of the Johns Hopkins Latin Seminar. It shows the rare combination of literary appreciation and philological acumen. Instead of the jejune disquisitions that fill the first pages of so many of our text-books, the intent of which seems to be a justification of the editor's scholarship but the only result an initial discouragement of the unhappy reader, we have in this edition a sketch of the development of Roman comedy, which in itself raises the book

above the level of the ordinary college text-book. The elements of a nature drama, the literary awakening of Rome, the use of Greek models, the characteristic features of the Roman playwrights—these are some of the subjects treated. Other sections deal with the plot and characters of the *Andria*, modern adaptations of it, the actors and their costumes, the theater and conditions of representation. Pp. 61-71 are devoted to a discussion of the meters and the musical accompaniment. The variant readings are wisely confined in an appendix.

The edition of Juvenal by Mr. Wright is published under the auspices of the "College Series of Latin Authors." That there has been need of a good edition of *Juvenal* can hardly be disputed, and not even the most captious of critics could claim that the great satirist belongs to that wofully large class of Latin authors, new editions of whose works in red, brown, or green, according to the æsthetic standards of the particular series, are continually pouring from the press, the *raison d'être* of which can be found only in that catholicity of spirit by which the modern publisher seems to be actuated, and which causes him to look for almost any possible surcease of the sorrow which the contemplation of a gap in his serial representation of classical literature causes. An examination of the edition before us does not, however, lead us to the belief that this need no longer exists. It does, of course, go without saying that the almost uniform excellence of the books of this series and the name of the edition of this particular one are a sufficient guarantee that what has been attempted has been satisfactorily done. But not very much has been attempted. It seems fairly reasonable to hold that unless a college student carries away from a course in Juvenal some impression of the satirist's attitude toward society, some realization of the morals of the age, some appreciation of Juvenal's place in the history of satire, and of his influence upon its subsequent development, he might just as well not have studied Juvenal at all. Results of the kind indicated, it may be claimed, depend more upon the efforts of the instructor than upon the text-book in the hands of the students, but, while this is true, it is equally true that an edition equipped with an introductory essay containing something more than a series of scrappy paragraphs, and with notes that give more than traditional exegesis, can do much toward the desired end.

The revision of Allen and Greenough's edition of Sallust's *Catiline* differs from its predecessor in several respects: long quantities are marked throughout, the notes have been entirely rewritten, and a vocabulary has been added. It is a good revision of a good book.

The results of the meretricious method of teaching Latin prose composition by means of exercises based exclusively on the author being read in the class would seem to justify us in the belief that the old way of teaching this subject is the best way, and that grammatical principles are most successfully inculcated by exercises consisting of separate sentences upon specific syntactical topics. This is the plan upon which Mr. Barss's book is constructed, even the exercises based on Cæsar (which must be regarded more or less as a concession to the enemy) being connected with the definite topics of the main series. Any college instructor, who has for his sins to read freshman exercises, will welcome a sign of the return of the older method, under which there is at any rate a possibility that the license in syntax, by which every doubtful subjunctive is called potential, every doubtful dative ethical, and the wantonness in forms, which annihilates all distinctions of declension, will show some diminution. The book is a skilful piece of work—concise, practical, definite in aim; and it is safe to predict for

it the same success as has already attended the Gildersleeve-Lodge *Advanced Latin Prose Composition* in the same series.

GORDON LAING.

THE UNIVERSITY OF CHICAGO.

School Chemistry. By BASKERVILLE. Pp. 159. Richmond, Va.: B. F. Johnson Publishing Company,

THIS volume is an attempt to place before high-school pupils, who otherwise would learn nothing of the subject, the more common phenomena of chemistry. The course occupies forty hours, eighteen of which are devoted to experimentation. The book cannot be taken as a serious treatment of the subject even for high schools, for the time devoted to it and the methods employed will not result in a scientific attitude of the mind, but only in the accumulation of facts empirically learned. What the author attempts, however, has been developed in an interesting way, and the book can be commended when only very short and elementary courses are possible.

JAMES H. RANSOM.

PURDUE UNIVERSITY.

BOOKS RECEIVED.

[The notice here given does not preclude the publishing of a comprehensive review of any of these books.]

Applied English Grammar. By Edwin Herbert Lewis. Size $5\frac{1}{2} \times 7$. Pp. 363. Price 50 cents. New York: The Macmillan Co.

The writer holds with those who believe that a little technical grammar, sympathetically taught, is within the normal powers and interests of grammar-school students. In this book he is consistent with his belief but the emphasis upon formal grammar is not too great. It is a distinctly usable book.

Essentials of English Composition. By Horace S. Tarbell and Martha Tarbell. Size 5×7 . Pp. xi + 281. Mailing price 70 cents. Boston: Ginn & Co.

This book is designed for grammar schools and the lower classes in high schools. Opening at random one thinks he is reading Edward Bok's famous journal as the exercise on p. 61 reads: "A young friend wishes to know what he should do with his hat, overcoat, umbrella, and gloves when making a call; when he should precede a lady; and how he should give introductions. Write a set of directions for him upon these questions of polite conduct." Presumably there will be some supplementary reading to be done by the average teacher as well as by the pupil.

Interpretive Reading. By Cora Marsland. Size $5\frac{1}{2} \times 7$. Pp. 245. Price \$1.00. New York: Longmans, Green & Co.

This is designed by the author as a text-book on reading and speaking in colleges, normal schools, and secondary schools.

Foundation Lessons in English Language and Grammar. By O. I. and M. S. Woodley and G. R. Carpenter. Size $6 \times 7\frac{1}{2}$. Pp. 166. Price 65 cents. New York: The Macmillan Co.